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March 27, 2020

James D. Fielder, Jr. Ph.D.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore MD 21201

RE: New Academic Program Proposal – Master of Education in Culturally Responsive Teacher Leadership

Dear Secretary Fielder,

Please find enclosed a proposal to offer a new program at Bowie State University, Master of Education in Culturally Responsive Teacher Leadership (HEGIS 089900/CIP 131299).

Bowie State University developed the Master of Education in Culturally Responsive Teacher Leadership program proposal in response to the changing roles of teachers and the growing body of research that demonstrates the success of culturally-responsive practices on student outcomes behavior to attendance and to grade point average. The proposed program is unique in that it provides current K-12 teachers with a skill-set in culturally responsive teaching and learning practices and prepares them to be teacher leaders within their school.

Initial support for the program will be from a five-year US Department of Education Teacher Quality Partnership grant supporting approximately 100 teachers from the state's high priority school districts. As part of the grant, teachers will receive scholarships, mentoring, and coaching. The expectation is that teacher-leaders from this program will collaborate with the districts' most accomplished teachers and National Board Certified Teachers (NBCTs) to increase the numbers of culturally-responsive teachers for the districts with the most culturally and linguistically diverse students.

We respectfully request the Commission's consideration of this proposal.

Sincerely,

Aminta H. Breaux, Ph.D.  
President

Cc: Dr. Judith Kirkpatrick, Interim Provost and Vice President for Academic Affairs  
Dr. Joann Boughman, Senior Vice Chancellor, USM  
Dr. Antoinette Coleman, Associate Vice Chancellor, USM  
Dr. Wilbur Parker, Department Chair, Educational Leadership  
Dr. Lynne Long, Department Chair, Teaching, Learning and Professional Development  
Dr. Davenia Lea, Associate Professor, Teaching, Learning and Professional Development  
Ms. Gayle Fink, Office of Planning, Analysis and Accountability



## Cover Sheet for In-State Institutions

### New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	
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***Each action below requires a separate proposal and cover sheet.***

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education ( <i>fully online</i> )	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date			Fall	Spring	Summer      Year:
Provide Link to Most Recent Academic Catalog			URL:		
Preferred Contact for this Proposal			Name:		
			Title:		
			Phone:		
			Email:		
President/Chief Executive			Type Name:		
			Signature: <i>Aminata H. Breaux</i>		Date:
			Date of Approval/Endorsement by Governing Board:		

Revised 12/2018

**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

X \_\_\_\_\_ New Instructional Program  
\_\_\_\_\_ Substantial Expansion/Major Modification  
\_\_\_\_\_ Cooperative Degree Program  
\_\_\_\_\_ Within Existing Resources, or  
\_\_\_\_\_ Requiring New Resources  
\_\_\_\_\_

\_\_\_\_\_  
Bowie State University  
Institution Submitting Proposal

\_\_\_\_\_  
Culturally-Responsive Teacher Leadership  
Title of Proposed Program

\_\_\_\_\_  
Master of Education  
Award to be Offered

\_\_\_\_\_  
Fall 2020  
Projected Implementation Date

\_\_\_\_\_  
089900  
Proposed HEGIS Code


\_\_\_\_\_  
13.1299  
Proposed CIP Code

\_\_\_\_\_  
Educational Leadership and  
Teaching Learning, Professional Development  
Department in which program will be located

\_\_\_\_\_  
Dr. Wilbur Parker  
Dr. Davenia Lea  
Department Contact

\_\_\_\_\_  
301-860-3138  
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Contact Phone Number

\_\_\_\_\_  
wparker@bowiestate.edu,  
dlea@bowiestate.edu  
Contact E-Mail Address

\_\_\_\_\_  
  
Signature of President or Designee

\_\_\_\_\_  
03/27/2020  
Date

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**A. Centrality to Institutional Mission and Planning Priorities**

Bowie State University (BSU) is a comprehensive university that provides 21st-century learners with a strong foundation for success with a well-rounded academic experience, an inclusive environment, and hands-on learning opportunities. Building on its rich legacy as a training ground for teachers since 1865, the university is committed to providing access to a high-quality education and cultivating emerging leaders who are prepared to succeed in a changing, global society.

The proposed master's degree program in Culturally-Responsive Teacher Leadership (M.ED) contributes to the university's mission by empowering "a diverse population of students to reach their potential by providing innovative academic programs" and by supporting Maryland's workforce and economy. The Masters of Education in Culturally-Responsive Leadership contributes to the achievement of a of Bowie's *FY 2019 – FY 2024 Racing to Excellence Strategic Plan*, specifically Goal 1 Academic Excellence, Objective 1.1 High-demand, innovative academic programs. The College of Education, Department of Educational Leadership will provide the oversight for the proposed program. As the university's founding discipline, the College of Education continuously improves its initial and advanced certification programs and non-certification programs to meet the professional demands of today's teaching workforce as well as the students it serves.

The proposed Culturally-Responsive Teacher Leadership program is rooted in evidenced and research-based theories and practices in the areas of culturally-responsive pedagogy, distributed leadership, as well as effective 21<sup>st</sup>-century teaching and learning practices. This program is grounded in sociocultural and shared leadership theories, as well as essential pedagogies and approaches to teaching and learning. In addition, the proposed program is aligned with the National Education Association (NEA) Teacher-leader Model Standards and Maryland State Department of Education (MSDE) Standards for Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools.

The overall goal of the program is to increase the numbers of culturally-responsive teacher-leaders within the state of Maryland, particularly for the districts with the most culturally and linguistically diverse students. The proposed program will be supported in part by funding from a five-year US Department of Education Teacher Quality Partnership grant to develop a teacher-leader program. The recipients of the Teacher Quality Partnership grant will be part of a cohort of up to 20 students each year for the next five years; serving approximately 100 teacher-leaders from the state's high priority school districts. As part of the grant, teachers will receive scholarships, mentoring, and coaching. Teacher-leaders from this program will also collaborate with the districts' most accomplished teachers and NBCTs – National Board Certified Teachers. Tuition revenues will support the program after Year 5 with anticipated student enrollment growing by five students not being funded by the grant each cohort after Year 2. If the program's revenue does not exceed expenses after five years, the university would then reevaluate the continuation of the program. If a decision was made to discontinue the program all students enrolled would have the opportunity to complete and new enrollment would not be permitted.

**B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

Today the nation's public educational system is feeling the weight and burden of severe budget cuts, the impending retirement of an estimated three million teachers by the end of this decade (The Condition of Education Report, NCES, 2018) in addition to the ongoing challenge of teacher shortages, most

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specifically in both urban and rural schools. Additionally, the United States is experiencing the largest generation of immigrant children the nation has seen. All of this increases the risk of leaving behind those who have the least voice, the least access, and the lowest standard of achievement in the school system; thus the importance of having highly-qualified, culturally-responsive, 21<sup>st</sup>-century teachers able to address these challenges within the classroom, the school, and the community.

According to Secretary Margaret Spellings, "Nothing helps a child learn as much as a great teacher," (2014). Yet despite the challenges faced and the research support for the need of highly-qualified teachers in the neediest schools, the inequitable distribution of well-qualified teachers in the United States continues with the less qualified teachers serving in schools with greater numbers of low- income and minority students. Studies in state after state have found that students of color in low- income schools are three to 10 times more likely to have unqualified teachers than students in predominantly white schools.

These findings support the need for highly-qualified, culturally-responsive practitioners. A growing body of research confirms that culturally-responsive practices have moved the needle on a host of student outcomes, from behavior to attendance to grade point average (Muniz, 2018). Culturally-responsive teachers play a crucial role in mediating the social and academic curriculum. Considering how to approach curriculum and incorporating varying paradigms in the ways that curriculum are presented and experienced is an important part of culturally-responsive teaching (Gay, 2018).

Additionally, culturally-responsive teachers are concerned about the ways that instruction is facilitated. When classrooms are organized into communities that are designed to encourage academic and cultural excellence, students learn to facilitate their own learning as well as that of their peers (Kozleski, 2010). Through proper training, culturally-responsive teachers learn to bridge the gap between instructional delivery and diverse learning styles as well as establish continuity between how diverse students learn and communicate and how the learning community approaches teaching and learning (Darling-Hammond, 2019).

In addition to having teachers who employ culturally-responsive practices, the research additionally supports the need for a more diverse teacher workforce. According to the research, teachers of color tend to provide more culturally relevant teaching and better understand the experiences of students of color. Additionally, they tend to have more positive perceptions of students of color—both academically and behaviorally. For example, a recent study found that African American teachers are less likely than white teachers to perceive African American students' behavior as disruptive (Santa Barbara, CA: University of California Department of Economics, 2015). Additionally, a significant positive effect on the standardized test scores of students of color when they are taught by teachers of color was found when Florida researchers analyzed a massive data set of about 3 million students and 92,000 teachers over seven years. The results indicated a positive effect in reading and math scores when African American students were taught by African American teachers. For students who performed at the lowest levels, the effect of having a teacher of the same race was even larger (Egalite, Kisida, Winters, 2015). The lack of diversity in the teaching profession, combined with these differing interpretations of student ability and behavior, may partially explain why students of color are suspended or expelled from all levels of school at disproportionate rates. (Available at <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>. 2014).

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While increasing the number of culturally-responsive teachers within the workforce will significantly contribute to the overall achievement of learners, particularly learners who are disadvantaged, schools continue to become more progressively complex with rising standards for academic performance and increased levels of accountability. This has placed too much responsibility on principals as the sole providers of leadership (Jensen, 2017). As school reform and restructuring continues, in addition to providing culturally-responsive learning environments, the inclusion of teachers in leadership roles and activities is a critical component for the process of change. Thus the nurturing of teachers as leaders is also fundamental to effective school improvement (Darling-Hammond, Flook, Cook-Harvey, Barron, Osher, 2019).

To this end, The [Glossary of Education Reform](#) defines teacher-leaders as “teachers who have taken on leadership roles and additional professional responsibilities.” Furthermore, teacher-leaders are defined as teachers who lead within and beyond the classroom, influence others toward improved educational practice, and identify with and contribute to a community of teacher-leaders (Fairman and MacKenzie, 2014). In any given leadership role, the teacher-leader acts as an agent of change, advocating school improvement through professional development, intelligent curriculum design and data-based decision-making — as well as community outreach, engagement and positive networking. Teacher leadership goes beyond the classroom walls. To be a teacher-leader one must lead more than his/her students and conduct leadership work outside of his/her classroom (Hunzicker, 2012). Teacher-leaders also support professional learning in their schools, which could be in the form of leading professional learning communities, conducting formal PD, or assisting other teachers in classrooms (Jensen, Downing, Clark, 2017). Moreover, teacher-leaders are involved in policy and/or decision-making at some level (Wenner Campbell, 2017). Teacher-leaders additionally work toward improvement and change for the whole school organization (Bereiter Scardamalia, 2014). But with all of these varying activities and roles, the ultimate goal of teacher-leadership is improving student learning and success (Carpenter Sherretz, 2012).

As an HBI, Bowie State University’s initial teacher preparation program, specifically the proposed Culturally-Responsive Teacher Leadership M.Ed program with an emphasis on 21st-century, culturally-responsive teaching and learning practices, is uniquely positioned to contribute to the national teacher shortage of highly-qualified teachers of color. The majority of Bowie State students are of color (87%) and approximately 30% are first-generation college attendees. Additionally, many Bowie State graduate students work in the most challenged school systems within Prince George’s County, Baltimore City and/or Washington, DC.

The 2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt Strategy 4 continues the focus on equal educational opportunities for Marylanders. Under this strategy, the plan calls for continued support for Historically Black Colleges and Universities. The proposed program is well aligned to the following goals, strategies and action items of the 2017- 2021 Maryland State Plan for Postsecondary Education: SUCCESS: Promote and implement practices and policies that will ensure student success – Strategy 4, 5, 6 and 9. The proposed program will be offered in an accelerated format in order to meet the diverse learning needs of the students as well as to provide access to the non-traditional, working adults. The proposed program will also provide extensive professional development to the faculty and instructors of the program, ensuring that they are equipped with the knowledge, skills and dispositions needed to model, deliver and support quality 21st century, culturally-responsive teaching and leadership practices. Additionally, an expected outcome of the program is to

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identify/quantify “best practices” used within Bowie State University to reach and educate diverse students who are economically and/or socially challenged in order to serve as a model for other higher education institutions as well as for the teacher-leaders in the program.

**C. Quantifiable and reliable evidence and documentation of market supply demand in the region and State:**

Widely publicized reports have generated national attention of teacher shortages. However, teacher shortages vary across and within states with there being well documented shortages in some states while other states graduate more teachers than are employed locally (e.g., New York). However, one trend that appears to remain consistent across the nation is that suburban school districts have far less trouble hiring qualified and experienced candidates while urban and rural schools struggle to keep up (McKenna, 2015).

Specifically looking at Maryland, beginning in 2010, student enrollment in teacher education programs has steadily declined and statewide enrollment in MA education programs dropped 19% between 2010 and 2014 (Janulis, 2017). School districts that are unable to fill an open position with a certified teacher may fill those positions on a case-by-case basis by requesting a two-year conditional certificate for a potential hire who met some but not all of the certification requirements. This pathway represented roughly 10% of total hires in 2012 and 2013 (MSDE, 2014). Since districts cannot leave a classroom without a teacher the rate of conditionally certified teachers could be considered a crude indicator of teacher shortages. In Maryland, two urban districts (Baltimore City, and Prince George’s County) and three rural districts (Dorchester, Charles, and Caroline) had a higher percentage of conditionally certified teachers compared to other districts in the state (MSDE 2008-2016). Additionally, there is also a critical shortage of teachers of color and a greater shortage of teacher-leaders of color (Learning Policy Institute, 2018).

This program is in a direct response to assist in meeting the needs of the local school system in which faculty serve, Prince George’s County Public Schools (PGCPS). As indicated above, PGCPS has one of the highest numbers of conditional teachers in the classrooms, with some of the most vulnerable students across the State of Maryland (Maryland Teacher Staffing Report 2016-2018). Additionally, the percent of children below the age of 18 identified as living in poverty is 11% (Census, 2017).

Ninety-six percent of the students are classified as non-white; 23% of the students are classified as Limited English Proficient (LEP); 61% receive Free and Reduced Meals (FARMs); and 41% of the schools are classified as Title I schools (2017 Maryland Report Card).

In partnership with PGCPS, the faculty members are working to provide needed courses and programs that support and prepare conditional status teachers with the necessary qualifications and degrees needed so they may better support and educate the students of PGC.

This program is also a direct response to the statewide need of highly-qualified teachers of color who are positioned to lead school reform, who are equipped with the knowledge, skills and dispositions of master teachers, and who can give the neediest children the greatest advantages of culturally-responsive 21<sup>st</sup>-century education. (Source: <https://mwejobs.maryland.gov>)



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**D. Reasonableness of Program Duplication:**

While several institutions have educational leadership master degree programs, no other institution in the State of Maryland have a Teacher Leadership master's degree program.

**E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

The proposed program continues Bowie State University's founding commitment to provide access and opportunity to diverse populations. The US Department of Education award is aligned with Bowie's founding commitment to teacher education.

**F. Relevance to the Identity of Historically Black Institutions (HBIs)**

Bowie State University enrolled over 6,100 students in fall 2019 - 85 percent of whom identified as an under-represented minority group. In fall 2019, 221 full-time faculty and over 250 appropriately-credentialed faculty taught this diverse student body. For the past five years, Bowie has graduated over 1,025 students annually with three quarters receiving a bachelor's degree, 24 percent master's and 1 percent with a doctoral degree. In the fall of 2019, the College of Education had 28 full-time and 70 part-time appropriately-credentialed faculty teach over 800 students that reflected a similar race/ethnic background as the university population. The proposed program will also contribute to the rich legacy of BSU in preparing culturally-diverse students.

**G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10)**

1. In response to the Teacher Quality Partnership grant, the Educational Leadership Department of Bowie State University proposed the development of a Teacher Leadership Graduate Degree Program in order to fill the gap of having highly-qualified teacher-leaders in some of the most challenged areas in the State of Maryland. Additionally, the College of Education's self-study led to the determination that the viability and sustainability of the Elementary and Secondary Education Graduate programs would be improbable if they were to continue on the same path. Enrollment for both programs had been consistently low for the past five years. Also, upon review of the graduate programs, the course format of 16-week, face-to-face instruction proved to be prohibitive to many adult learners, and the program's content/courses offered were not being offered in a systematic manner and were not aligned to a conceptual framework or organizing theme. This self-study of the graduate programs, in addition to the receipt of the Teacher Quality Partnership Grant (TQP), led to the proposal for the development of a new graduate (advanced) program in Teacher Leadership that would be a collaboration between two departments – Teaching, Learning, and Professional Development (TLPD) and Educational Leadership.

The current coordinator of the Elementary Education Graduate Program, Dr. Davenia Lea, in collaboration with Dr. Wilbur Parker, chair of the Educational Leadership Department, led the charge of a) reviewing the current trends, b) determining the current needs of local school systems, c) researching best practices, and d) coordinating the effort to design the newly-proposed program. The members of the College of Education Graduate Council have been

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instrumental in reviewing the data and evidence, making recommendations and providing valuable feedback, reviewing the program design as well as the new courses, and assisting in the preparation of the proposal. Dean Cosmas Nwokeafor who leads the Graduate School will be responsible for graduate admissions and administrative functions related to all Bowie State University graduate programs.

As previously stated, the proposed program will be a collaborative endeavor between two departments. In order to maximize resources from the Teaching, Learning and Professional Development (TLPD) Department, the Elementary and Secondary Education Graduate programs will no longer be offered and the Program Coordinator of the Secondary Education Program, Dr. Akeda Pearson will serve as the co-coordinator of the proposed program. Additionally, TLPD faculty will develop and instruct courses. The Educational Leadership Program will also provide program leadership via a co-coordinator and the development and instruction of courses.

Responsibilities of the co-coordinators will include: working with the graduate school to admit students; serving as the initial point of contact for the students; organizing and leading recruiting efforts; serving as the academic advisor for the students; identifying potential adjunct instructors and communicate this information to the department chairs; assisting in the program evaluation processes; representing the program on the Graduate Council and collaborating with school districts to provide teacher coaching and mentoring from accomplished teachers and National Board Certified Teachers (NBCTs).

The Department of Educational Leadership will be the lead for the program that will collaborate with the Department of Teaching, Learning, and Professional Development in the College of Education. Bowie State University currently offers master's programs focused on advanced certifications and a doctoral program in Educational Leadership. Departmental faculty members are diverse in gender, race, and ethnic and educational backgrounds. Advanced certification programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP).

The proposed program is designed to prepare scholars and practitioners to address a number of essential questions: 1) How can instructional and leadership practices promote **equity, access and inclusivity** in the building of culturally-responsive learning communities? 2) How can teacher-leaders in collaboration with the administration organize curriculum, instructional practices and school communities to support and foster the **learning and achievement** of the diverse 21st-century student? 3) How do **data driven practices** influence the priorities of teachers, administrators and students and how can such practices be designed to support, rather than inhibit the accomplishment of educational aims? 4) What **supports and resources** are needed to strengthen culturally-responsive school programs and how can they be accessed? 5) How can teachers, administrators, families and communities **work collaboratively** to support student learning and achievement? The proposed program will help graduate students learn how to think about such questions and how to develop the specialized understanding and skills needed to improve educational practice and meet the needs of students in Maryland's pre-K-12 schools.

2. Appendix C demonstrates how the proposed program is aligned with the National Education Association (NEA) Teacher-leader Model Standards and Maryland State Department of

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Education (MSDE) Standards for Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools expectations (<http://www.marylandpublicschools.org/about/Documents/DEE/PreparingEducatorsHighPovertyCulturallyLinguisticallyDiverseSchools070914.pdf>).

The specific program objectives for the M.ED in Culturally-Responsive Teacher Leadership are below:

- Demonstrate knowledge of education theory, effective curriculum, instruction and assessment practices, and intercultural competence in addressing civic, social, environmental and economic issues
  - Demonstrate instructional practices reflective of sound knowledge of content, educational theories, and evidenced-based instructional strategies
  - Demonstration of advanced research skills through written documents
  - Demonstrate knowledge of and the practice of ethics and professionalism under all circumstances.
  - Demonstrate proficiency as a reflective practitioner through interpersonal skills and oral and written language skills.
3. The proposed program will follow the College of Education student learning outcomes assessment protocols that support CAEP accreditation. Assessment results are compiled by program faculty each semester and managed by the Program Chair and the Assessment Coordinator. The data is required to be reported to the BSU's Center for Academic Programs Assessment each year for review by internal peer evaluators. The full academic program review occurs every seven years in accordance with internal requirements and those of the University System of Maryland. Below is the program goal assessment plan for the proposed program. Faculty members are evaluated annually according to parameters in the Faculty Handbook and BSU Policies and Procedures. Student course evaluations will be administered each semester by the Office of Planning, Analysis and Accountability. Course evaluation results are shared with deans and department chairs to inform course and instructional improvements.

Program Goals	Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instruments/Frequency
To master the elements of advanced <b>Instructional Leadership</b>	Demonstrate knowledge of content, educational theories, and evidenced-based instructional strategies. Demonstrate the ability to think systemically in order to manage and monitor student learning. Create and sustain a network of improvement-communities for increased student learning.	CRTL 510 Culturally-responsive Knowledge, Pedagogy, Discourse and Practices  CRTL 550 Culturally-responsive Curriculum, Instruction and Assessment Practices  CRTL 650 Using Data and Research to Improve Practice	CRTL 510: Autobiographical Sketch and Personal Framework Reflection  CRTL 550: Design a 21st-century, Culturally-responsive Assessment  CRTL 650: Performance-based Project

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Program Goals	Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instruments/Frequency
To master the elements of <b>Organizational Leadership</b>	Demonstrate practices that support building culturally-responsive school cultures with specific skillsets for managing groups, teams and networks to promote change in the most culturally and linguistically diverse learning communities.	CRTL 530 Teacher Leadership for Student Learning  CRTL 660 School and Community Relations	CRTL 530: Case Study  CRTL 660: Individual Presentation
To master principles of <b>Evidence Based-Data Driven-Research Leadership</b>	Demonstrate the production of data to analyze, synthesize, and critique evidence of effect teaching, leading, and learning. Use various (re) sources of evidence and data to produce dialogue and discourse for teacher leadership growth.	EDUC 706: Introduction to Research  EDUC 554: Seminar in Curriculum  CRTL 650 Using Data and Research to Improve Practice	EDUC 706: Literature Review  EDUC 554: Capstone Project/action research  CRTL 650: Problem and Data Analyses
To master principles of <b>Public Leadership</b>	Demonstrate skills for advocating for the profession as well as underserved communities. Demonstrate skills for serving as provocateurs of equity at the local, district and national levels.	CRTL 520 Issues Related to Diversity, Equity and Access in Education  CRTL 670 Dynamics of Group Behavior  CRTL 690 Seminar in School Administration	CRTL 520: Education Equity Plan and Personal Identity Analysis  ESAS 770: Teacher Leadership Model Presentation  CRTL 690 Capstone Project

4. To be admitted into the proposed program, an applicant must hold a bachelor's degree from a regionally-accredited institution and have a cumulative grade point average of 2.5 or better (on a 4.0 point scale). In addition, the Teacher Leadership program requires that all applicants hold a current Professional Certificate certifying eligibility to teach in early childhood, elementary and/or secondary education and be currently working in an educational setting, and have at least two years of teaching experience.

The proposed master's program is 30-credit hours in length consisting of nine, three-credit courses and a three-credit culminating capstone experience. Course descriptions are included in Appendix A. A listing of courses is provided below, and courses specifically designed for the program are indicated in **bold**.

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Core Courses:

Course #	Course Title	Credit Hours
<b>CRTL 510</b>	<b>Culturally-responsive Knowledge, Pedagogy, Discourse and Practices</b>	3
<b>CRTL 520</b>	<b>Issues Related to Diversity, Equity and Access in Education</b>	3
<b>CRTL 530</b>	<b>Teacher Leadership for Student Learning</b>	3
CRTL 540	Introduction to Research (cross- listed with EDUC 706)	3
<b>CRTL 550</b>	<b>Culturally-responsive Curriculum, Instruction and Assessment Practices</b>	3
<b>CRTL 650</b>	<b>Using Data and Research to Improve Practice</b>	3
CRTL 660	School and Community Relations (cross-listed with ESAS 704)	3
CRTL 670	Dynamics of Group Behavior (Cross-listed with PSYC 739)	3
<b>CRTL 680</b>	<b>Instructional Coaching and Mentoring for Student Learning</b>	3
CRTL 690	Seminar in School Administration (Capstone Project) (cross-listed with ESAS 825)	3
<b>Total</b>		<b>30</b>

A sample program of study is below:

Sample Program of Study

<b>Semester 1</b> CRTL 510: Culturally-responsive Knowledge, Pedagogy, Discourse and Practices (1st 8 weeks)  CRTL 540 Introduction to Research (cross- listed with EDUC 706) (1st 8 weeks)  CRTL 530: Teacher Leadership for Student Learning (2nd 8 weeks)  CRTL 520: Issues Related to Diversity, Equity and Access in Education (2nd 8 weeks)	<b>Semester 2</b> CRTL 550: Culturally-responsive Curriculum, Instruction and Assessment Practices (1st 8 weeks)  CRTL 650: Using Data and Research to Improve Practice (1st 8 weeks)  CRTL 660: School and Community Relations (2nd 8 weeks)
<b>Semester 3</b> CRTL 670: Dynamics of Group Behavior (1st 8 weeks)  CRTL 680: Instructional Coaching and Mentoring for Student Learning (2nd 8 weeks)  CRTL 690 – Seminar in School Administration (16 weeks)	

5. Not applicable.

6. The proposed program does not lead to any advanced teacher certifications.

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7. Not applicable
8. As previously stated, the Graduate School is responsible for graduate admissions and administrative functions related to all Bowie State University graduate programs. The graduate catalog is online and contains all of the pertinent information for the BSU policies as well as for each individual graduate program. Additionally, within the education department, each program has an assigned program coordinator who serves as the advisor and point of contact for the students. A program orientation will be held at the beginning of each semester for new students and a program handbook will be provided. Additionally, the graduate school and programs have the support of the BSU financial aid office, as well as all other student support services on campus.
9. The Dean of the Graduate School has committed to supporting the development and implementation of the proposed program. A meeting will be convened with the BSU marketing director to conduct a needs analysis and to delineate a marketing strategy. Additionally, the program coordinators will play a critical and active role in marketing the program. They will work closely with the local school systems in order to promote the program, and they will attend various recruitment fairs and informational sessions. The TQP grant will also support the marketing efforts in the amount of \$25,000.

**H. Adequacy of Articulation**

Not Applicable

**I. Adequacy of Faculty Resources** (as outlined in COMAR 13B.02.03.11)

Current College of Education full-time faculty will support the proposed program. Drs. Davis, Lea and Parker have direct professional and scholarship achievements related to culturally-responsive theory and pedagogy and public school experience. See Appendix B.

Funding is available for all full-time faculty to receive support for ongoing professional development and continuing education. In addition, the institution provides faculty development events throughout the year.

Courses in the program will be delivered in an accelerated eight-week format. Offering a variety of delivery methods will allow faculty to meet the needs of diverse learning styles. Course instructional strategies will be interactive and will include a variety of hands-on experiences with concrete and virtual experiences. The courses will also include opportunities for guided discovery, research, exploration, investigation and values clarification through field-based experiences inclusive of observing, listening, questioning, reflecting, demonstrating and practicing. Faculty who teach in the program will be offered continuing education in evidenced-based, effective pedagogy through BSUs Center of Excellence in Teaching and Learning Office (CETL).

BSU utilizes the learning management system "Blackboard" which houses full online courses in addition to serving as a mode of communication for faculty and students. A minimum presence in Blackboard is advised for all courses to inform students about: (a) course syllabus; (b) attendance; (c) grades and due dates in Grade Center (d) instructor contact information and office hours and (c) hours of availability so

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that students so students can make appointments via iCAN. Faculty are experienced in the use of this LMS. BSU also has an office of Academic Computing and Online Course Support that provides support for technical needs of faculty and students in a timely basis, The Office of Academic Computing and Online Course Support also provides continuing education opportunities through face-to-face offerings as well as online training modules available to faculty and students 24 hours a day through web access. Additionally, faculty are able to gain certifications in online course development and instruction.

**J. Adequacy of Library Resources** (as outlined in COMAR 13B.02.03.12)

Students enrolled in the proposed program will have access to the BSU library's online databases, the BSU main campus library resources. Additionally, students will have the ability to have items delivered directly to BSU from any of the other USM libraries. Students will also have access to the resources of a dedicated curriculum laboratory for all education majors. The curriculum laboratory is housed on the second floor of the Thurgood Marshall Library Room 2210. The laboratory supports the mission of excellence in teaching, learning and research of Bowie State University. The diverse materials found here, support instruction in professional development and teacher education of undergraduate, graduate students. These are both in print and non- print format. Education faculty uses the laboratory, which also houses the SMART Classroom facility, for teaching and demonstrations on electronic pedagogy. Also, the library has a budget dedicated for education programs in order for faculty to order needed texts, DVDs and other needed curricular resources.

**K. Adequacy of Physical Facilities, Infrastructure and Institutional Equipment** (as outlined in COMAR 13B.02.03.13)

The proposed program will be a part of the current graduate programs in the College of Education which is housed in the James E. Proctor Building (JEP) where the majority of courses are taught. The JEP was constructed in the year 2000 with 58,000 net assignable square feet of space, which includes:

- Ten classrooms each equipped with a whiteboard, computer, projector, drop-down screen, and other multimedia
- Seven 25-seat computer labs
- Two state-of-the-art 40-seat classrooms
- Two large-tiered multi-media classrooms (120 and 250 person capacity)
- Teaching observation rooms
- A student lounge
- A large 20-seat conference room
- Three seminar rooms
- PRAXIS lab
- Conference rooms and break rooms, and
- Faculty and staff offices.

All full-time faculty members have individual offices while most adjunct faculty members share a common office. Graduate assistants and student workers also utilize and share office space. In addition, students will also have access to university facilities outside JEP. These include four shared computer labs and classrooms with internet capability in the Thurgood Marshall Library basement and in other academic buildings throughout the campus in addition to the BSU Student Center that houses the bookstore, the cafeteria, etc.

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### L. Adequacy of Financial Resources

The proposed program will be supported by funding from a five-year US Department of Education Teacher Quality Partnership grant to develop a teacher-leader program. The students will be part of a cohort of up to 20 students each year for the next five years; serving approximately 100 teacher-leaders from the state's high-priority school districts. Tuition and revenue for the first five years will assure that at least a minimum of 10 students will be enrolled over the next five years. Tuition revenues will support the program after Year 5 with anticipated student enrollment growing by five students not being funded by the grant each cohort after Year 2. If the program's revenue does not exceed expenses after five years, the university would then re-evaluate the continuation of the program.

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	69,719.58	123,104	211,330	272,088	336,301
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	7	12	20	25	30
e. Credit Hour Rate	\$553.33	569.93	587.03	604.64	622.78
f. Annual Credit Hour Rate	18	18	18	18	18
g. Total P/T Revenue (d x e x f)	69,719.58	123,104	211,330	272,088	336,301
3. Grants, Contracts Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	<b>69,719.58</b>	<b>123,104</b>	<b>211,330</b>	<b>272,088</b>	<b>336,301</b>

1. Reallocated Funds: N/A
2. Tuition and Fees Revenue: The goal is to have at least seven students enrolled in the first year/Fall of 2020 with a steady increase each year. This is based on the interest as well as the rate of increase of the other graduate programs. The annual credit hour and fee rate is based on instate tuition. This chart also factors in a 3% tuition increase every year.
3. Grants and Contracts: N/A
4. Other Sources: N/A



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<b>TABLE 2: PROGRAM EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	0	0	2,835	9,670	5,940
a. Number of FTE (adjuncts)	0	0	.25 (1 adjunct)	.50 (2 adjuncts)	.50 (2 adjuncts)
b. Total Salary	0	0	2,625	5,250	5,500
c. Total Benefits	0	0	210	420	440
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
<b>TOTAL (Add 1 – 7)</b>	<b>0</b>	<b>0</b>	<b>2,835</b>	<b>9,670</b>	<b>5,940</b>

1. Faculty: This includes the wage and fringe benefits for one adjunct in year three and two adjuncts in years 4 and 5 (calculated at the BSU current adjunct pay of \$2,500 per course and 8% fringe benefits = \$2700 per course with a 3% increase in years 4-5) to support the projected enrollment growth. No other full-time faculty are needed at this time, as it is proposed that two BSU graduate programs will be dormant and those two faculty will serve to coordinate the proposed program. Additionally, 7 of the 10 courses are already being offered and taught.
2. Admin. Staff: N/A
3. Support Staff: N/A
4. Technical Support and Equipment: N/A
5. Library: N/A
6. New or Renovated Space: N/A
7. Other Expenses: N/A

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**M. Adequacy of Provisions for Evaluation of Program** (as outlined in COMAR 13B.02.03.15)

Courses are evaluated by students each semester through an online evaluation tool. The data is shared with course instructors as well as the department chairpersons. The department chairs work with the program coordinators to review the data with faculty, to provide professional development and other resources to faculty as needed, and to also guide course review and revisions.

The College of Education has a dynamic system of evaluation which serves to inform continuous improvement based on data and evidence collected, maintained, shared and analyzed. The data informed processes guide the program's self-assessment that is context-specific, evidence-informed, and outcomes-focused. This process provides a focus through which the program evaluates the extent to which it is meeting state, university, program and school system expectations, delivering on priorities, implementing strategic goals and initiatives, improving programs, and measuring the impact of the programs on P-12 student learning and achievement.

The assessment system is comprised of multiple measures and steps that allow the EPP to monitor candidate progress and complete achievements. These decision points are layered with evaluations whereby candidates are assessed in relation to their prior academic preparation, current learning of content knowledge, demonstrated skills, and professional dispositions. Assessment methods include content knowledge, course-embedded assessments, and grades in major program courses, self-reflections, and academic performance indicators. Data is gathered from appropriate stakeholders, such as P-12 and administrators, course instructors, and students twice during the academic year.

The assessment system is comprised of several technologies that help to collect, store, and analyze data. The technologies used include Taskstream database, which provides a mechanism to electronically record program data, retrieve data from the institution's student information system PeopleSoft, and to generate reports on these data. After the fall and spring semester, the data is downloaded and disaggregated for program review. The data is used to inform, modify, and evaluate the program's operational effectiveness and decision-making regarding instructional practices.

**N. Consistency with the State's minority student achievement goals** (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

As Maryland's first Historically Black Institution, Bowie State University is committed to providing access to high quality higher education to African-Americans and other under-represented minorities. The goals established in the University's Racing to Excellence FY 2019 – FY 2024 Strategic Plan support student achievement and long-term viability of the institution and align with the goals in the *2017-2021 State Plan for Postsecondary Education: Student Success with Less Debt*. Specifically, Bowie continues to support educational opportunity for Marylanders (Success, Strategy 4), engage in a continuous improvement process to ensure that institutional policies and practices support student success (Success, Strategy 5), provide alternative modalities, new programs and pedagogies and streamlined student and academic support services to facilitate timely degree completion (Success, Strategy 6) (Innovation, Strategy 9), integrate high impact practices into the student experience, including career advising and planning into internship experiences (Success, Strategy 7), partner with business, government and other institutions to support workforce development and graduate readiness (Innovation, Strategy 8), and expand support for grant participation and research (Innovation, Strategy

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10). Bowie State faculty, staff, students and administrators are engaging in change management strategies and embracing experimentation so that the holistic needs of students can be better met (Innovation, Strategy 11).

Bowie State University has a long-standing core commitment to diversity; it values and celebrates diversity in all of its forms. The university community believes that its educational environment is enriched by the diversity of individuals, groups and cultures that come together in a spirit of learning. As the university aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. The university creates positive interactions and cultural awareness among students, faculty and staff by infusing global diversity awareness in the curriculum, expanding co-curricular programming that promotes diversity awareness and maintains a campus climate that respects and values diversity.

The proposed program in Culturally-Responsive Teacher Leadership supports Strategy 9: Strengthen and sustain development and collaboration in addressing teaching and learning challenges through the training of current P-12 teachers in new pedagogies and strategies to address changing classroom demographics.

**O. Relationship to low productivity programs identified by the Commission:**

This program is in the College of Education and has no relationship with a low productivity program identified by the Commission.

**P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22).**

Not applicable.

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**Appendix A**

<b>Course Number and Title</b>	<b>Course Description</b>	<b>Credits</b>
<b>CRTL 510: Culturally-responsive Knowledge, Pedagogy, Discourse and Practices</b>	This course explores theories, methods, and procedures underlying culturally-responsive practices in addition to the interrelationships among culturally-responsive practices and current curriculum, instruction, and assessment practices through a focus on the historical, sociological, and philosophical foundations of education. It examines researched and evidenced based practices in culturally-responsive practices in addition to the removal of barriers to the achievement of diverse and marginalized students.	3
<b>CRTL 520: Issues Related to Diversity, Equity and Access in Education</b>	Prerequisites: CRTL 510 This course examines issues of diversity (e.g., race, economic, ethnic, cultural, social, political, physical, and cognitive diversities) and their impact on classroom and school practices, policies, and procedures. The course is structured around race and class issues within the historical, social, and political framework. Students will understand the importance of developing a new systemic vision for educational leadership in the face of the increasing diversity, change, and complexity in the local, national and global context. Students will bridge multiple perspectives and apply a cultural proficiency framework to address the current achievement and opportunity gap that exists for economically and socially challenged students.	3
<b>CRTL 530: Teacher Leadership for Student Learning</b>	This course will provide a thorough understanding of the need for teacher-leaders, the variety of leadership roles teachers can assume, and the impact teacher leadership can have on students, schools and the community. This course supports the development of teacher-leaders to understand, influence, and implement educational policy and practices at the school, district and national levels. This course explores how schooling structures, practices and policies produce or resist educational equity for diverse families, cultures and communities. Additionally, this course identifies challenges and opportunities at the classroom and school-wide levels to engage families and communities in efforts to provide equitable opportunities and outcomes for all students. An organized study of theories and related research will trace educational progress and map realistic directions for the future.	3
CRTL 540 Introduction to Research (cross-listed with EDUC 706)	This course is designed to provide the graduate student with an understanding of the various kinds of behavioral research and to develop an understanding of various research designs appropriate to behavioral sciences. Use of basic statistical techniques appropriate to these designs is included.	
<b>CRTL 550: Culturally-responsive Curriculum, Instruction and Assessment Practices</b>	Prerequisites: EDUC 510, EDUC 520 This course, through a lens of culturally-responsive theory, defines what 21st-century skills are, assesses current practices, and builds essential skills that support and develop 21st-century teaching and learning skills needed to navigate and design the future —creativity, collaboration, communication, critical thinking and problem solving—along with content and fueled by rapidly changing technology. This course will explore the intersection between culturally-responsive pedagogy and 21st-century teaching and learning practices as well as the implications for designing culturally-responsive learning communities.	3

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<b>CRTL 650: Using Data and Research to Improve Practice</b>	This course is designed for teacher-leaders to acquire foundational skills to interpret data, research, and teaching and leading standards. This course will help students to conceptualize student and school data to build learning communities that are student driven and student focused to increase student learning. Students will work to identify problems of practice and use evidence to systemically address teaching and learning concerns.	3
CRTL 660: School and Community Relations (cross-listed with ESAS 704)	This course is designed to consider how issues and confrontations, such as school personnel, pupils, parents, and representatives of social institutions and agencies, interact. The question to resolve is how the school may best use the human resources surrounding it to the enhancement of its goals and its programs.	3
CRTL 670: Dynamics of Group Behavior (Cross-listed with PSYC 739)	This course is primarily concerned with the way in which small, face-to-face groups function and the factors which influence their functioning. Secondly, factors that influence organization functioning will be considered. The effect of the individual's behavior on other group members and the group will be examined. Various experiential activities, such as role-playing, subgroup exercises and simulation will be used to demonstrate and analyze facets of group dynamics. The course is designed to assist teachers, administrators, managers, and curriculum workers.	3
<b>CRTL 680: Instructional Coaching and Mentoring for Student Learning</b>	This course will focus on ways to cultivate the next generation of teacher-leaders who may serve as mentors to other peer teachers who would like to become teacher-leaders. This course will help teacher-leaders to model mentoring strategies across race/ethnicity and gender groups by being insightful and to demonstrate informative ways to help others to experience a mentoring relationship in deeper and impactful ways to bridge the gender gap in teacher leadership. This course will further assist teachers in gaining knowledge to help close the gap in the literature on race, ethnic, and gender differences in mentoring. Additionally, this course will help to provide an in-depth look at successful mentorships across gender and race/ethnicity between experienced and emerging scholars of color, social and cultural divide. This course is designed to acquaint educators with theories and current research that support innovative practices and effective teaching strategies in K-12 school settings by using effective coaching, mentoring skills and giving support to peer teachers.	3
CRTL 690 – Seminar in School Administration (Capstone Project) (cross-listed with ESAS 825)	This seminar has three main purposes: (1) to assist the student in completing the research paper requirement; (2) to review major topics in the area of concentration; and (3) to achieve an in-depth exploration of major issues and trends in the field of curriculum, instruction and assessment.	3

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**Appendix B: Quality of Program Faculty**

	Highest Degree Earned/ Field of Study	Rank	Status (FT or PT)	Courses Teaching	Narrative Description of Faculty Credentials
<b>Existing Faculty</b>					
Constance Brooks	Ed.D	Associate Professor	FT	CRTL 540	<p><b>Dr. Brooks has experience as a Mathematics and Computer Science Teacher as well as a Local School and Central Office Administrator. Dr. Brooks has served as the AERA Session Chair for Secondary.</b></p> <p><b>Mathematics; as a Reviewer of papers and presentations for AERA as well as a contributor to the GEAR UP GRANT, Preparing High School students to transition into high school, at Central High School. Dr. Brooks has also presented at Oxford University in 2008</b></p>
Julius Davis	Ed.D	Associate Professor	FT	CRTL 520	<p><b>Dr. Davis currently serves as the Program Coordinator of the MAT program at BSU. Dr. Davis has extensive experience as a math teacher in the public schools and his research and work has been steeped in culturally-responsive theory and pedagogy.</b></p> <p><b>He has also has extensive publications such as "Davis, J. Martin, D.B. (2008). Racism, assessment instructional practices: Implications for mathematics teachers of African American students. Journal of Urban Mathematics Education 1(1), 10-34 with his most recent publication as co-editor of, Critical Race Theory in Mathematics Education. Dr. Davis has presented papers regarding the African American mathematics teacher narrative as well as challenges faced by African-American students and their plight to becoming of math literate.</b></p>
Davenia Lea	Ph.D Early Childhood Special Education	Associate Professor	FT	CRTL 550	<p><b>Dr. Lea has been in the field of higher education for over 10 years and taught in a public school system for 10 years. She has a wealth of experience in culturally-responsive pedagogy, working with diverse families, collaboration, multidisciplinary teaming, and global education. Dr. Lea is published and has made several presentations to include:</b></p>

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	Highest Degree Earned/ Field of Study	Rank	Status (FT or PT)	Courses Teaching	Narrative Description of Faculty Credentials
					<p>Journal of Adventist Education co-editor of the special edition on Urban Education August 2015 "Cultural Reciprocity as a Transformative Journey in Research and Practice". In <i>Culture in Special Education: Building Reciprocal Family- Professional Relationships</i>, (2<sup>nd</sup> ed). Ed. Harry, B., Kalyanpur, M., 2012</p> <p>Lea, D. (2006) 'You Don't Know Me Like That': Patterns of disconnect amongst early interventionist and adolescent mothers of children with disabilities'. <i>The Journal of Early Intervention</i>, v 28, 227-251.</p> <p>Co-Presenter, "When Cultures Collide", Council for Exceptional Children Annual Conference, Washington, DC 2011</p> <p>Presenter, "Does Cultural Identity Really Matter, National Association for Multicultural Education Annual Conference, New Orleans, LA 2008</p>
Akeda Pearson	Ed.D in Education Leadership	Assistant Professor	FT	CRTL 660 CRTL 690	<p>Dr. Pearson currently serves as the BSU Director of Advanced Studies in Teaching and Learning and has extensive experience as an educator and educational leader. She has served as the School District's Communications Specialist, Queen Anne's County Public Schools as the School District's Professional Development Coordinator (Equity and Cultural Proficiency Expert) in Richmond, VA; as the School District's School Community Engagement Liaison for Anne Arundel County Public Schools, as well as a Teacher Mentor for Baltimore County Public Schools. Dr. Pearson is published "Achievement: Providing Equity and Access to The Most Vulnerable High School Special Needs Students." Cambridge College. 2014.</p> <p>Dr. Pearson has also worked to collaborate with local school districts providing professional development opportunities and summer institutes in order to meet the needs of conditionally</p>

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	Highest Degree Earned/ Field of Study	Rank	Status (FT or PT)	Courses Teaching	Narrative Description of Faculty Credentials
					<b>licensed teachers within PGCPs.</b>
Jacquelyn Sweeney	Ph.D. Curriculum , Teaching, Policy	Associate Professor	FT	CRTL 520	<p>Dr. Sweeney coordinates the BSU Graduate Reading Program and has experience as an elementary, middle school, and an alternative school educator. Her research is focused on culturally-responsive and sustaining practices. She also has publications and presentations in the area of CRT:</p> <p>Sweeney, J. Damrow, A. (submitted for review August 2019). 'You catch yourself thinking these things': Preservice teachers addressing their biases and stereotypes through Computer Mediated Communication. Journal of Technology and Teacher Education.</p> <p>McGuire, M. (2019). A Collaborative Project:How Can I Say This So You Will Stay? Creative work inspired by Sweeney, J. Damrow, A. and their qualitative research project focused on preparing teachers for culturally, linguistically, and socioeconomically diverse communities. NEA-Sponsored Staged Reading Sept 2 at Kennedy Center and Sept 3 at Bowie State University.</p> <p>Damrow, A. L., Sweeney, J. S. (2019). Beyond the bubble: Preparing preservice teachers through dialogue across distance and difference. Teaching and Teacher Education, 80, 255-265.</p> <p>Damrow, A., Sweeney, J. (2019). Building relationships, strengthening professional learning, and inspiring a play: A story of peer-to-peer dialogue across institutional boundaries. Ethnography in Education Research Forum. Penn Ethnography Forum.</p> <p>Sweeney, J. (2017). Teachers' Religious Ideologies and Classroom Equity. SIG Religion and Education Paper Session. AERA Conference. San Antonio, TX. Sweeney, J. Damrow, A. (2016). Pre-service Teachers' Shared Stories: Raising Sociocultural Consciousness. Ethnography in Education-</p>



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	Highest Degree Earned/ Field of Study	Rank	Status (FT or PT)	Courses Teaching	Narrative Description of Faculty Credentials
					<p>Penn GSE, Philadelphia, PA.</p> <p>Sweeney, J. (2015) The Cultural Fabric of Five: How life stories influence teacher noticing. AERA. Division K: Teacher and Teacher Education. Chicago, IL.</p> <p>Sweeney, J. (2015). Veteran teachers' levels of noticing within diverse populations. AERA. SIG-Research Focus on Black Education. Chicago, IL.</p>
Ann Hilliard	EDd in Higher Education Studies	Associate Professor	FT	CRTL 680	<p><b>Served previously as a Principal, Assistant Principal, Coordinator, Academic Achievement Specialist, Coordinator for Maryland s Tomorrow, Business Manager and Teacher</b></p> <p><b>Served as Editor-in-Chief for the International Journal of Educational Leadership, 2019.</b></p> <p><b>Peer Reviewer for Journal of College Student Retention: Research, Theory Practice (2019.</b></p> <p><b>Served as Peer Reviewer for Journal of College Student Retention: Research, Theory Practice Editorial Office, Sage Publication Spring, 2017. reviewer for dissertation from a Jordanian student who conducted research on the Sheikh</b></p> <p><b>Mohammed bin Rashid Al Maktoum of Dubai who is also the Vice-President of the UAE, 2016. Prof. Nitza Davidovitch, Ariel University, Israel, 2017.</b></p>
Wilbur Parker	EDd Education Organization Leadership	Assistant Professor	FT	CRTL 530	<p><b>Dr. Parker currently serves as the chair of the Educational Studies and Leadership program at BSU. Dr. Parker has extensive experience as a science teacher in the public schools and has extensive experience in the area of professional development and educational leadership. He served as Department Chairman Biological Sciences - Secondary Science Education, as a Professional Develop Lead Teacher, a District Professional Development (NBPTS) Coordinator, a Professional Learning Coordinator for BITS I and a International Baccalaureate ( PYP, MYP, DP) - National Program Evaluator</b></p>

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	Highest Degree Earned/ Field of Study	Rank	Status (FT or PT)	Courses Teaching	Narrative Description of Faculty Credentials
					<b>He also has publications such as "Identifying and Supporting Black Male Students in Advanced Mathematics Courses throughout the K-12 Pipeline" Gifted Child Today.(2019).</b>
Renee Foose	EDd Education Policy and Leadership	Associate Professor	FT	CRTL 650	<p>Book Chapter - Anti-Semitic Frameworks for College Campuses - Peter Lang Publishers - Spring 2019</p> <p>MD Advanced Professional Teaching Certificate MD Administrator I Certificate MD Administrator II Certificate MD Superintendent Endorsement K-12 Experience and Leadership Superintendent - 5 years Deputy Superintendent 2 years Associate Superintendent - 2 years Central Office Director - 2 years Middle School Principal - 5 years High School Assistant Principal - 3 years High School Teacher - 5 years Middle/Elementary Teacher - 2 years</p>
Darla Scott	PhD in Developmental Psychology	Assistant Professor	FT	CRTL 670	<p><b>Director of Training and Curriculum Development for school improvement projects for 8 years; Middle School teacher for one year; Site Director for YMCA summer and afterschool programs for 2 Years; Site Coordinator for Culturally Relevant Afterschool Programs for 2 years; Head Start teacher aide for two years</b></p> <p><b>Bruce, A.W. Scott, D.M. (2013). Having their say: Student perceptions of teaching excellence. Poster presented at American Educational Research Association Annual Conference, San Francisco.</b></p> <p><b>Boykin, A.W., Scott, D.M. Bruce, A.W. (In preparation). Music and Variability: Improving reading comprehension and math estimation skills of African American low income elementary school children. To be submitted to the Journal of Negro Education.</b></p> <p><b>Coleman, K.D., Hurley, E.A., Boykin, A.W., Coleman, S.T., Scott, D.M. Tyler, K.M. (In</b></p>

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	Highest Degree Earned/ Field of Study	Rank	Status (FT or PT)	Courses Teaching	Narrative Description of Faculty Credentials
					<p>press). The influence of communal learning contexts on African American elementary students creative problem solving. To be submitted to the Journal of Black Psychology.</p> <p>Coleman, S.T., Boykin, A.W., Tyler, K.M., Scott, D.M., Hurley, E.A. (In press). Exploring the effects of communal learning on mathematics performance among African American middle grade students. To be submitted to the Journal of Black Psychology</p>

**Appendix C: Alignment of National and State Standards to Proposed Program Courses**

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M.Ed. Culturally Responsive Curriculum Instruction and Assessment Program  
Alignment of Course Student Learning Outcomes to  
**The National Education Association (NEA) Teacher Leader Model Standards**

<b>Domain I. Fostering a Collaborative Culture to Support Educator Development and Student Learning</b>										
	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 530</b>	<b>CRTL 540</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 660</b>	<b>CRTL 670</b>	<b>CRTL 680</b>	<b>CRTL 690</b>
a. Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;							<b>X</b>	<b>X</b>	<b>X</b>	
b. Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;							<b>X</b>	<b>X</b>	<b>X</b>	
c. Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;							<b>X</b>	<b>X</b>	<b>X</b>	
d. Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and		<b>X</b>	<b>X</b>		<b>X</b>			<b>X</b>		
e. Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.	<b>X</b>			<b>X</b>	<b>X</b>			<b>X</b>		<b>X</b>

<b>Domain II. Promoting Professional Learning for Continuous Improvement</b>										
	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;							<b>X</b>		<b>X</b>	<b>X</b>
b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;									<b>X</b>	

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c) Facilitates professional learning among colleagues;							X	X		X
d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;			X		X	X				
e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;							X	X		
f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;					X					X
g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and							X			X
h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.			X			X			X	

**Domain III: Facilitating Improvements in Instruction and Student Learning**

	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;				X	X					
b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;				X						X
c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;										X
d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;										X

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e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and				X						
f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.	X	X	X							

<b>Domain IV: Promoting the Use of Assessments and Data for School and District Improvement</b>										
	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;				X						
b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;				X	X					
c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; and		X	X	X						
d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.				X	X				X	

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<b>Domain V: Improving Outreach and Collaboration with Families and Community</b>										
	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;	<b>X</b>		<b>X</b>							
b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;										<b>X</b>
c) Facilitates colleagues' self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;							<b>X</b>			<b>X</b>
d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and										<b>X</b>
e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community							<b>X</b>	<b>X</b>		<b>X</b>

<b>Domain VI: Advocating for Student Learning and the Profession</b>										
	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;										<b>X</b>
b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;										<b>X</b>



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c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members;					<b>X</b>				<b>X</b>	
d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and		<b>X</b>							<b>X</b>	<b>X</b>
e) Represents and advocates for the profession in contexts outside of the classroom.		<b>X</b>								<b>X</b>

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M.Ed. Culturally Responsive Curriculum Instruction and Assessment Program  
Alignment of Course Student Learning Outcomes to

**Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools:  
A Manual for Teacher Educators, Teachers, and Principals**

Prepared by the Maryland Teaching Consortium with support of the Maryland State Department of Education (MSDE)

Program Component 1: Knowing Students

<b>Program Component 1: Understanding Culture</b>										
<b>PROGRAM INDICATORS</b>	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
UC1. The program provides educators opportunities to develop their knowledge of culture and diversity, and understand the implications for professional practice. Further, educators will learn about issues such as, but not limited to, racism, prejudice, white privilege, and the impact of race, socioeconomics, gender, and other types of diversity, and how they impact students, families, and educators.	<b>X</b>	<b>X</b>								
UC2. The program offers cultural immersion experiences.							<b>X</b>			
UC3. The program provides educators with strategies for meeting the unique learning needs of ELs.					<b>X</b>					
UC4. The program makes a concerted effort to incorporate the parent's point of view related to school culture to determine strategies for improving interaction between the school and families.					<b>X</b>					<b>X</b>
<b>EDUCATOR INDICATORS</b>	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
UC5. The educator demonstrates knowledge, understanding, and respect For students' cultures.			<b>X</b>		<b>X</b>					
UC6. The educator is able to uphold the shared values and expectations of the school while understanding and respecting different perspectives of students and colleagues.		<b>X</b>								
UC7. The educator strives to understand and respect cultures outside his/her own.					<b>X</b>		<b>X</b>		<b>X</b>	

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UC8. The educator provides opportunities for students to show understanding and empathy for others.					X					
<b>Program Component 1: Building Relationships</b>										
<b>PROGRAM INDICATORS</b>	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
BR1. The program teaches educators how to build meaningful relationships with students, parents, colleagues, administrators, and other stakeholders in multiple contexts.			X							X
BR2. The program provides opportunities for educators to develop an empathetic disposition for working with students, parents, colleagues, and other stakeholders.		X			X					
BR3. The program provides opportunities to develop effective communication skills that reflect sensitivity to cultural norms.	X									X
<b>EDUCATOR INDICATORS</b>	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
BR4. The educator considers the whole child when developing relationships with students.					X					
BR5. The educator creates positive personal relationships with students.					X				X	
BR6. The educator observes student-student interactions to better understand each individual.				X	X					
BR7. The educator employs specific strategies to build relationships of mutual trust and respect with diverse students and families.										X
BR8. The educator values communication with families, and understands the important role family and community play in supporting student success.					X					
BR9. The educator provides opportunities for families to be involved in their child's educational experiences.					X				X	
BR10. The educator views the parent as an expert on the child.										X
BR11. The educator facilitates student social skill development to promote effective communication.					X					
BR12. The educator infuses the role of family and community into teaching and learning.					X					

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BR13. The educator provides opportunities for students to form positive relationships and work in teams.					X				X	
BR14. The educator participates in the local community.							X	X		
BR15. The educator provides opportunities for students to contribute in meaningful ways to the school and the surrounding community.					X				X	
<b>Program Component 1: The Child As A Learner</b>										
<b>PROGRAM INDICATORS</b>	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
CL1. The program provides educators with opportunities to work with children at all developmental levels.					X				X	
CL2. The program provides candidates with the knowledge of the instructional implications of cultural and linguistic diversity.	X	X								
CL3. The program provides a venue to showcase student work.							X	X		
<b>EDUCATOR INDICATORS</b>	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
CL4. The educator believes that each and every student can learn at high Levels and actively contribute to class activities.				X					X	
CL5. The educator believes that empathy and understanding the lived experiences of students are fundamental in reaching and teaching each learner.		X	X							
CL6. The educator helps students develop resilience through protective factors, such as helping students not take the adversity in their lives personally or see adversity as permanent or pervasive.					X				X	
CL7. The educator helps students recognize when internalized negative messages are impacting their ability to achieve.		X			X				X	
CL8. The educator understands the emotional response of moving to a new country, and the situations of various ELs		X			X					
CL9. The educator uses knowledge of human and brain development to identify the impact of poverty on a student's learning and his/her sociological, physical, and psychological development.		X			X					
CL10. The educator understands the academic,		X	X		X				X	

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functional, social, and behavioral needs of SWDs, including SWDs who are also ELs.										
CL11. The educator encourages and creates opportunities for students to take ownership of their learning through student choice and self-regulation.				X	X					
CL12. The educator understands the relationship between self-esteem and motivation in students.	X									
CL13. The educator understands that praise can be either a motivator or de-motivator and uses praise as a way to support specific needs of each student.					X					
CL14. The educator provides support for students to encourage resilience.					X					
CL15. The educator believes intelligence is a malleable quality to be developed in all students.	X									
CL16. The educator believes an important part of the profession is advocating for children.	X				X					X
CL17. The educator recognizes students' internal and external stressors, and provides constructive outlets for responses to those stressors.					X				X	
CL18. The educator plans and facilitates activities that broaden student experiences.					X				X	
CL19. The educator understands the developmental learning process.				X	X					
CL20. The educator provides opportunities for students to recognize their own emotions, values, strengths, and limitations.				X	X				X	

Program Component 1: Behavioral Interventions										
PROGRAM INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
BI1. The program provides opportunities in courses and clinical experiences to practice active listening, conflict de-escalation, and other strategies to promote a positive and productive classroom environment.					X		X	X		
BI2. The program provides instruction to candidates on teaching students strategies for self-regulation.					X		X	X		
BI3. The program provides educators opportunities to develop knowledge of and strategies to address					X		X	X		

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bullying and harassment.										
<b>EDUCATOR INDICATORS</b>	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
BI4. The educator is non-judgmental and practices skills of active listening and rephrasing.					X					
BI5. The educator identifies components of bullying and harassment.									X	
BI6. The educator is able to use strategies to de-escalate emotional situations and to resolve conflict.					X					
BI7. The educator is able to identify the consequences of bullying and related issues.		X								
BI8. The educator effectively uses positive reinforcement to promote productive behaviors.					X					
BI9. The educator develops a classroom leadership style that is respectful while maintaining a rigorous academic environment.					X					X
BI10. The educator develops Behavioral Intervention Plans as needed.					X					
BI11. The educator facilitates student self-regulation and ability to circumvent and resolve interpersonal conflict.					X					

<b>Program Component 1: Knowing the Resources</b>										
<b>PROGRAM INDICATORS</b>	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
KR1. The program instructs educators on how to identify school and community resources that are available for students, educators, and families.					X				X	
KR2. The program ensures that information about relevant resources at the IHE is shared with all school stakeholders.								X		
<b>EDUCATOR INDICATORS</b>	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
KR3. The educator serves as a student and family advocate, connecting families with resources, supports, and services.										X
KR4. The educator infuses community-based resources into instruction to support student learning.					X					

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KR5. The educator identifies student behaviors that prompt referral.				X	X					
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Program Component 2: Understanding Oneself in the Context of Poverty/Cultural & Linguistic Diversity

Program Component 2: Core Beliefs										
PROGRAM INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
CB1. The program provides opportunities for educators to explore their core beliefs about teaching and learning.	X	X	X					X		
CB2. The program provides opportunities to develop a personal philosophy of teaching that embodies culturally responsive pedagogy.			X							
CB3. The program implements a process for identifying and assessing dispositions, and when appropriate, provides specific and timely counseling related to dispositional concerns.			X				X			
CB4. The program teaches the importance of a growth mindset.	X								X	
CB5. The program engages educators in the examination of new research and teaching strategies related to high poverty/culturally and linguistically diverse school populations.					X			X		
CB6. The program provides opportunities for teachers to engage with the community outside of the classroom.							X			
EDUCATOR INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
CB7. The educator believes she/he can teach all students in such a way that they can learn and achieve at high levels.	X		X							
CB8. The educator accepts responsibility for the education of the whole child.			X		X					
CB9. The educator values student creativity and process as well as product.					X				X	
CB10. The educator believes that critical and creative thinking can be taught.			X		X					
CB11. The educator believes that every student can develop resilience.			X		X					

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<b>EDUCATOR INDICATORS CONTINUED</b>	<b>Program Component 2: Core Beliefs Continued</b>									
	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
CB12. The educator believes culture plays a large part in everyone's lives and actively seeks experiences to evolve in his/her understanding of race and culture.	<b>X</b>		<b>X</b>							
CB13. The educator assumes positive intent and operates with empathy.			<b>X</b>		<b>X</b>					
CB14. The educator embraces and responds positively to a variety of cultures.		<b>X</b>	<b>X</b>							
CB15. The educator understands the difference between productive and unproductive instructional practices and their implications for student learning.			<b>X</b>		<b>X</b>					
CB16. The educator views himself/herself as a learner and models the value of lifelong learning.							<b>X</b>	<b>X</b>		
CB17. The educator seeks a deeper understanding of his/her worldview, in conjunction with a rich understanding of the students' personal worldview.	<b>X</b>						<b>X</b>	<b>X</b>		

<b>Program Component 2: Reflective Practice</b>										
<b>PROGRAM INDICATORS</b>	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
RP1. The program teaches candidates strategies to develop the practice of deep reflection on all aspects of their teaching.			<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>			
RP2. The program teaches candidates about the value of multiples lenses as an important component of their reflective process.		<b>X</b>	<b>X</b>							
RP3. The program teaches candidates to implement data-driven instruction as part of the reflective process.				<b>X</b>	<b>X</b>					
RP4. The program provides multiple and varied opportunities for self-reflection.	<b>X</b>		<b>X</b>				<b>X</b>	<b>X</b>		
RP5. The program encourages the ongoing practice of reflection as a part of lifelong learning.			<b>X</b>	<b>X</b>						
RP6. The program provides strategies for achieving and maintaining an appropriate work/life balance.			<b>X</b>				<b>X</b>			



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<b>EDUCATOR INDICATORS</b>	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
RP7. The educator values critical feedback.							X	X		
RP8. The educator regularly reflects on his/her own strengths and weaknesses.			X		X		X	X		
RP9. The educator assumes responsibility for failures and successes and is willing to seek alternative solutions.							X			
RP10. The educator uses his/her awareness of personal biases, and those of others, to shape appropriate responses and reactions.								X		
RP11. The educator and candidate debrief findings from student feedback surveys to improve understanding and interactions with their learners, who may have different values, experiences, and filters.							X	X		
RP12. The educator uses student data and reflection to analyze and inform Instruction.				X	X					
RP13. The educator strives to maintain an appropriate work/life balance.							X			

Program Component 3: Teaching in the Context of Poverty/Cultural and Linguistic Diversity

<b>Program Component 3: Instruction and Assessment</b>										
<b>PROGRAM INDICATORS</b>	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
IA1. The program offers diverse experiences in a variety of settings, working with a variety of educators, students, and other members of the community.							X	X		
IA3. The program provides frequent, specific, and meaningful feedback to candidates.							X			
IA4. The program provides opportunities to apply the use of culturally responsive pedagogy.					X		X			
IA5. The program prepares educators to meet the needs of SWDs and EIs and provides opportunities to apply the use of group-specific pedagogy.				X	X					
IA6. The program uses a lesson plan template that reflects planning for diverse learners.					X					

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IA7. The program models instruction that allows for learner choice.					X					
IA8. The program integrates the arts into professional learning experiences.					X					
IA9. The program models technology integration and instruction that promotes 21st-century learning skills.						X				
<b>EDUCATOR INDICATORS</b>	<b>CRTL 510</b>	<b>CRTL 520</b>	<b>CRTL 550</b>	<b>CRTL 650</b>	<b>CRTL 530</b>	<b>CRTL 680</b>	<b>CRTL 690</b>	<b>CRTL 540</b>	<b>CRTL 670</b>	<b>CRTL 660</b>
IA10. The educator understands the impact of culture on student learning and applies that knowledge when planning and delivering instruction and assessment.				X	X					
IA11. The educator demonstrates that content knowledge and prescribed learning standards are important for designing meaningful lessons.					X				X	
IA12. The educator presents subject matter and social issues from multiple perspectives to enhance student learning.			X		X					
IA13. The educator designs curricula that engage, foster higher order thinking, and allow for explicit teaching of a variety of learning skills/strategies.			X						X	
IA14. The educator uses research to effectively design instruction and assessment that is relevant to students.			X		X			X		
IA15. The educator applies systematic programs such as Universal Design for Learning (UDL) to develop curriculum and assessments that meet the needs of diverse learners.			X		X					
IA16. The educator implements strategies for differentiation and appropriate assessments for ELs as needed.			X		X					
IA17. The educator applies the progression of language development (preproduction, early production, speech emergence, intermediate fluency, and fluency) in working with students from high poverty/culturally and linguistically diverse schools.			X		X				X	
IA18. The educator explores best practices in meeting the needs of ELs, SWDs, and high poverty and culturally/linguistically diverse students through action research.			X		X				X	
IA19. The educator understands both the value, and the processes behind implementation, of a balanced and culturally responsive assessment system.			X	X						

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IA20. The educator provides opportunities for student self-assessment and self-reflection in relation to personal and academic goals.				X	X					
IA21. The educator integrates the arts into content instruction to promote student learning and to encourage student self-expression and communication.					X				X	
IA22. The educator effectively integrates technology and 21st-century skills instruction to promote student learning.						X				

Program Component 3: Positive Classroom Environment										
PROGRAM INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
PCE1. The program provides educators with a safe space to be innovative and supports innovation in the classroom.							X	X		
PCE2. The program explicitly teaches the skills needed for effective classroom leadership in a culturally responsive learning environment.		X			X					X
PCE3. The program engages candidates in active learning experiences related to classroom leadership, including but not limited to case studies, role play, and video scenarios.					X					X
EDUCATOR INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
PCE4. The educator builds on students' strengths, rather than acting from a deficit model.			X						X	
PCE5. The educator ensures that students see themselves in texts, curricula, and school/classroom displays.			X		X				X	
PCE6. The educator creates a safe and structured environment that is responsive to the needs of all students.			X		X				X	
PCE7. The educator provides opportunities for students to feel a sense of belonging, competence, and usefulness.			X		X				X	
PCE8. The educator models effective participation in a community through facilitation of class meetings for goal setting, use of effective communication, and establishment of class norms in order to foster a sense of belonging and prevent conflict.			X		X					

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PCE9. The educator celebrates small victories with students to develop student perseverance.					X					
PCE10. The educator provides opportunities for students to practice responsible decision-making about personal and social behavior.					X				X	
PCE11. The educator is intentional about language use, choosing to use language that communicates respect and high expectations.			X		X					
PCE12. The educator facilitates effective classroom discussions.			X		X					

Program Component 3: Collaboration										
PROGRAM INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
C2. The program provides opportunities for educators to develop coteaching and collaboration skills within and among content areas.					X					
C3. The program provides models of effective collaboration, co-planning, and co-teaching.									X	
C4. The program differentiates for all educators the similarities and differences between both co-teaching as an internship model and coteaching as a special education model, and the difference between coteaching and collaborating.					X					
C6. The program infuses collaborative teaching strategies within the IHE curriculum.					X					
C7. The program fosters collaborative relationships between schools and cultural arts organizations/museums.					X					
C8. The program provides educators with the opportunity to visit the EL and special education classes, debrief experiences, and participate in collaborative meetings with EL educators, special educators, and paraprofessionals.					X					X
C9. The program ensures that all candidates collaborate, plan, or teach with special resource personnel.				X						
EDUCATOR INDICATORS	CRTL 510	CRTL 520	CRTL 550	CRTL 650	CRTL 530	CRTL 680	CRTL 690	CRTL 540	CRTL 670	CRTL 660
C10. The educator engages effectively with colleagues, family, community, and other					X					

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stakeholders to build classroom culture and improve student outcomes.										
C11. The educator collaborates with visual arts, media arts, music, drama, and dance educators to develop arts-integrated curriculum.					<b>X</b>					
C12. The educator collaborates with special resource personnel such as reading specialists and instructional assistants.				<b>X</b>						